

# Unit 7 - Three Branches of Government

Content Area: **History**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview - Objectives

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### Artists will be able to:

- Understand the representative theory behind the construct of the United States Congress.
- Understand the level of power and authority in the United States presidency, and how that power is checked and balanced.
- Understand the power and influence that the Supreme Court has over the other branches of government.
- Evaluate how Supreme Court cases have shaped the course of history for both the better and the worse.

## Essential Questions

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- Type Question 1
- Type Question 2

## Unit Standards

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### State Mandated Topics Addressed in this Unit:

**Amistad Law: N.J.S.A. 18A 52:16A-88:** Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board

of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.2	Revolution and the New Nation (1754-1820s)
SOC.6.1.12.3	Expansion and Reform (1801-1861)
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.3	Civics, Government, and Human Rights
SOC.6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.A.14	Civics, Government, and Human Rights
SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.6.1.12.B.2	Geography, People, and the Environment
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

## **Instructional Resources**

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- CommonLit
- Google Docs for essays and research assignments.
- Google Slides for presentations.
- Library of Congress Primary Documents
- Other multimedia resources will be utilized throughout the unit as appropriate.
- Teacher generated notes on Docs and Slides.
- Use of Chromebooks for online research, readings, and assignments.

## **Learning Path - Assessments**

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## **Formative Assessments**

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- Activities
- Class Debate and Discussion
- Classwork
- Lesson Exit/Entrance Tickets

- Lesson Graphic Organizer
- Socratic Seminar
- Student Work Sample
- Teacher Collected Data
- Teacher observation
- Type Additional Formative Assessment Here

## **Unit/Summative Assessments**

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- Essays
- Final Cumulative Project
- Homework
- Quizzes/Tests